

Estill Middle

555 Third Street West
Estill, South Carolina 29918

Grades 6-8 Middle School

Enrollment 372 Students

Principal Fayette Nick 803-625-5200

Superintendent Dennis Thompson, Jr. 803-625-5000

Board Chair Mrs. Myrtle Sumter 803-625-2187

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	26	22

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Good	No
2005	Unsatisfactory	Unsatisfactory	No

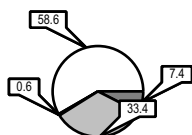
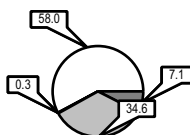
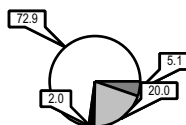
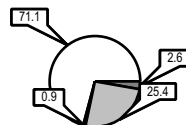
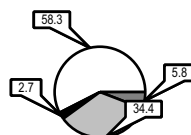
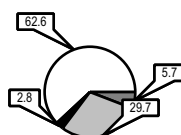
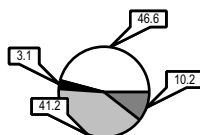
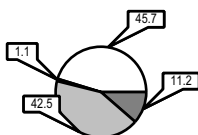
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	362	99.5	58.2	33.8	7.4	0.6	11.7	No	Yes
Gender									
Male	178	98.9	64.8	31.3	4.0	0.0	7.4		
Female	184	100.0	51.4	36.4	11.0	1.2	16.2		
Racial/Ethnic Group									
White	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	350	99.4	58.5	33.8	7.1	0.6	11.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	308	99.7	57.2	33.7	8.4	0.7	12.8		
Disabled	54	98.2	63.5	34.6	1.9	0.0	5.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	362	99.5	58.2	33.8	7.4	0.6	11.7		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	358	99.4	58.3	33.9	7.2	0.6	11.6		
Socio-Economic Status									
Subsidized meals	312	99.4	58.1	34.3	6.9	0.7	10.6	No	Yes
Full-pay meals	49	100.0	58.7	30.4	10.9	0.0	19.6		

Mathematics – State Performance Objective = 36.7%									
All Students	362	99.5	57.6	35.0	7.2	0.3	13.2	No	Yes
Gender									
Male	178	98.9	61.9	35.2	2.8	0.0	9.1		
Female	184	100.0	53.2	34.7	11.6	0.6	17.3		
Racial/Ethnic Group									
White	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	350	99.4	57.6	35.3	7.1	0.0	13.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	308	99.7	54.2	37.0	8.4	0.3	15.5		
Disabled	54	98.2	76.9	23.1	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	362	99.5	57.6	35.0	7.2	0.3	13.2		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	358	99.4	57.4	35.4	7.2	0.0	13.0		
Socio-Economic Status									
Subsidized meals	312	99.4	58.4	34.3	6.9	0.3	12.9	No	Yes
Full-pay meals	49	100.0	52.2	39.1	8.7	0.0	15.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	362	99.5	72.5	20.3	5.2	2.0	7.2
Gender							
Male	178	98.9	75.0	20.5	1.7	2.8	4.5
Female	184	100.0	69.9	20.2	8.7	1.2	9.8
Racial/Ethnic Group							
White	8	100.0	I/S	I/S	I/S	I/S	I/S
African American	350	99.4	73.0	20.2	4.7	2.1	6.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	308	99.7	68.7	22.9	6.1	2.4	8.4
Disabled	54	98.2	94.2	5.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	362	99.5	72.5	20.3	5.2	2.0	7.2
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	358	99.4	72.5	20.6	4.9	2.0	7.0
Socio-Economic Status							
Subsidized meals	312	99.4	73.3	20.1	5.3	1.3	6.6
Full-pay meals	49	100.0	67.4	21.7	4.3	6.5	10.9

Social Studies							
All Students	362	99.5	71.1	25.5	2.6	0.9	3.4
Gender							
Male	178	98.9	71.0	26.1	2.3	0.6	2.8
Female	184	100.0	71.1	24.9	2.9	1.2	4.0
Racial/Ethnic Group							
White	8	100.0	I/S	I/S	I/S	I/S	I/S
African American	350	99.4	71.2	25.2	2.7	0.9	3.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	308	99.7	69.0	26.9	3.0	1.0	4.0
Disabled	54	98.2	82.7	17.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	362	99.5	71.1	25.5	2.6	0.9	3.4
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	358	99.4	71.0	25.5	2.6	0.9	3.5
Socio-Economic Status							
Subsidized meals	312	99.4	71.3	25.4	2.3	1.0	3.3
Full-pay meals	49	100.0	69.6	26.1	4.3	0.0	4.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	1		N/A	N/A	N/A	N/A	N/A
	5	132	97.7	51.9	45.0	3.1	N/A	3.1
	6	124	99.2	59.0	34.4	6.6	N/A	6.6
	7	109	99.1	50.9	43.5	5.6	N/A	5.6
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	57.1	33.3	8.7	0.8	9.5
	7	118	99.2	53.9	40.0	6.1	0.0	6.1
	8	112	99.1	64.5	27.1	7.5	0.9	8.4
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	1		N/A	N/A	N/A	N/A	N/A
	5	132	98.5	50.8	40.0	7.7	1.5	9.2
	6	124	100.0	47.2	44.7	5.7	2.4	8.1
	7	109	99.1	56.5	35.2	8.3	N/A	8.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	40.5	46.0	13.5	0.0	13.5
	7	118	99.2	63.5	30.4	5.2	0.9	6.1
	8	112	99.1	72.0	26.2	1.9	0.0	1.9
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	62.7	19.8	12.7	4.8	17.5
	7	118	99.2	74.8	22.6	1.7	0.9	2.6
	8	112	99.1	82.2	17.8	0.0	0.0	0.0
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	69.0	28.6	1.6	0.8	2.4
	7	118	99.2	78.3	19.1	2.6	0.0	2.6
	8	112	99.1	65.4	29.0	3.7	1.9	5.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 372)				
Students enrolled in high school credit courses (grades 7 & 8)	10.0%	Up from 0.0%	7.6%	15.5%
Retention rate	0.5%	Down from 5.7%	4.6%	3.0%
Attendance rate	94.2%	Down from 94.4%	95.2%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.1%	Up from 9.4%	7.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.9%	Up from 9.1%	6.9%	4.6%
Eligible for gifted and talented	5.4%	Up from 2.6%	6.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.8%	Up from 10.6%	15.3%	13.6%
Older than usual for grade	8.6%	Down from 8.9%	8.5%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	32.8%	Up from 5.3%	1.2%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	40.7%	Down from 42.3%	50.0%	51.8%
Continuing contract teachers	66.7%	Down from 69.2%	66.7%	78.1%
Highly qualified teachers	100.0%	Up from 95.2%	89.2%	89.6%
Teachers with emergency or provisional certificates	32.0%	Up from 19.0%	11.4%	6.0%
Teachers returning from previous year	80.2%	Down from 83.5%	77.7%	85.4%
Teacher attendance rate	97.5%	Up from 94.5%	94.7%	94.9%
Average teacher salary	\$43,224	Up 8.9%	\$39,915	\$41,328
Prof. development days/teacher	7.5 days	Down from 14.4 days	10.6 days	11.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 18.8 to 1	18.6 to 1	21.3 to 1
Prime instructional time	90.0%	Up from 83.7%	87.6%	89.3%
Dollars spent per pupil*	\$7,114	Down 7.8%	\$7,065	\$6,022
Percent of expenditures for teacher salaries*	66.0%	Up from 60.0%	61.0%	61.7%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	65.6%	Down from 92.2%	88.6%	96.1%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Estill Middle School is the only middle school in Hampton School District Two, which is located in the Low Country of South Carolina. The small, rural town of Estill is quiet and peaceful. It is an ideal place to live for people who want to get away from the hustle and bustle of city life. The people are hard-working and caring folks who are concerned about their progressive community.

The mission of Estill Middle School is to ensure that all students achieve success by providing challenging, educational programs in partnership with parents and the community. The Estill community, parents, school board members, administration and faculty/staff work collaboratively as a team to improve student achievement at Estill Middle School. Parents are encouraged to become more actively involved in the education of their youngsters and in the school activities and programs in which their children participate. Parents continued to be more involved this year by visiting our school, conferencing with teachers/administrators and volunteering. Research says that student achievement improves when parents are actively involved in their children's education. Our students have shown improvement in the areas of academics and behavior.

As the principal of Estill Middle School, my top priority for school year 2004-2005 was to improve our Report Card rating from UNSATISFACTORY TO EXCELLENT. Improvement strategies were continuously implemented to help our students perform better on the Spring 2005 PACT. Students were encouraged to do their best on PACT daily. They were constantly reminded on the PA system practically every day to learn the skills that were being taught in their classes in order to do well on PACT. Attitudes and expectations changed immensely as everyone focused on PACT skills.

The faculty and staff worked diligently with students to increase academic achievement and self-awareness through various innovative and beneficial programs and learning activities. These programs and activities included: A+ Math, Academy of Reading, Thinking Maps, Standards In Practice (SIP) Model, Everyday Math and Math Thematics. Teachers also worked long hours tutoring students to improve their Reading and math skills in our after-school programs (EMS Homework Center, KEYS and EPICS).

We are optimistic that the students at Estill Middle School will improve their scores on the Spring 2005 PACT.

Marsha Robinson, Chairperson
School Improvement Council

Joyce Colter
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	78	32
Percent satisfied with learning environment	47.8%	61.8%	70.0%
Percent satisfied with social and physical environment	65.2%	58.6%	61.3%
Percent satisfied with school-home relations	14.3%	85.9%	71.0%

*Only students at the highest middle school grade level at this school and their parents were included.